

**Variation Number Two**

**To**

**Contract Number 08-0195**

**FOR THE PROVISION OF SERVICES FOR  
ICT PD CLUSTER PROGRAMME**

**Between the Ministry of Education**

**And**

**The Board of Trustees of Mulberry Grove School**

**DATE: 15/11/2009**

**Ministry of Education  
PO Box 1666  
117-125 Lambton Quay  
Wellington 6011  
Ph 04 463 7706  
Fax 04 463 8392**

**The Ministry and Contractor hereby confirm the terms of Contract Number 09-08-0195 as varied by this agreement**

**Ministry of Education**

This contract is between the Sovereign in right of New Zealand acting by and through Howard Baldwin, Acting Manager, eLearning unit, Schooling Group  
(Referred to in this contract as the "Ministry")

.....  
(Signature)

Dated at \_\_\_\_\_ this \_\_\_\_\_ day of \_\_\_\_\_ 2009

**Lead School**

**Signed by**

\_\_\_\_\_  
Full name and Title (Must have authority to sign on behalf of the Lead School)

.....  
(Signature)

For and on behalf of \_\_\_\_\_  
Cluster Name

Dated at \_\_\_\_\_ this \_\_\_\_\_ day of \_\_\_\_\_ 2009

## **FIRST SCHEDULE**

**Schedule One** is hereby varied by the deletion of the existing Schedule One and replacing it with the following:

### **Services to be provided by the Board**

#### **Goals of the Programme**

The objectives of the Programme to be provided by the Board under this Funding Agreement are to provide professional development programmes that:

- Supports integration of ICT to give effect to the New Zealand Curriculum / Te Marautanga o Aotearoa;
- Increases capability of teachers and principals to improve students' learning and achievement through e-learning;
- Strengthens professional learning communities and increased collaboration within and across schools;
- Increases e-learning leadership and ICT strategic planning capability of principals and teachers;
- Increases the school community's understanding of the educational contribution of e learning.

#### **Programme to be provided**

The Board will provide the Programme according to the Programme Outline (A–E) and Milestones set out below.

#### **Programme Outline**

##### **A. Scope of the cluster**

Names of the Cluster Schools	School MoE number	Number of teachers (FTTE)	Number of students
Mulberry Grove school	1385	2.7	30
Kaitoke School	1593	2.7	30
Okiwi School	1395	1.5	25
Total		6.9	85

**FIRST SCHEDULE... continued****B. Changes to roles or assigned personnel****Ministry of Education Contact**

Neil Melhuish Project Leader: e-Learning Capability Phone 04 463 7706 Email <a href="mailto:neil.melhuish@minedu.govt.nz">mailto:neil.melhuish@minedu.govt.nz</a>	Level 5 St. Paul's Square 45-47 Pipitea Street (PO Box 1666) Thorndon Wellington 6140
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**Project Director/s** – the person who will be the official contact with the ministry

Name/s: Indira Neville

Key tasks from the job description for this role:

- Administer and budget for the cluster
- Liaise with MOE
- Facilitate and collaboratively lead learning with school principals

**Project Facilitator/s or Coordinators**

Name/s: Indira Neville

Key tasks from the job description for this role:

- Meet administrative needs of the cluster including the writing and dispatch of milestone reports to the MOE.
- Liaise with national facilitator Tessa Grey.
- Design, facilitate and implement professional development to support individual schools and cluster vision.
- Develop and undertake relevant data collection processes, collation, analysis and reporting.
- Find opportunities to network and share practice with the wider educational community.

## FIRST SCHEDULE... continued

### C. Programme Goals and Success Indicators

#### A. Programme Goals and Success Indicators 2010 DRAFT

Programme goals		Success Indicators for National and Cluster Goals (evidence will show):
National Goals	Cluster Goals	
1. Implement the New Zealand Curriculum / Te Marautanga o Aotearoa through the use of e-learning;	1. Use of ICT as a means of exploring and implementing the new curriculum (and Te Whariki), specifically the Key Competencies.	<ul style="list-style-type: none"> <li>Teachers will incorporate understandings of the Key Competencies/Te Whariki into their classroom planning and practise, utilizing and modelling processes and behaviours and providing students with opportunities to explore them utilizing ICT, as defined by school action plans.</li> </ul>
	2. Use of ICT to inform evaluation of the National Standards in the context of Great Barrier Island schools.	<ul style="list-style-type: none"> <li>Principals and teachers will understand and begin to implement National Standards in an informed, appropriate manner for Great Barrier Island.</li> </ul>
2. Increase capability of teachers and principals to improve students' learning and achievement through e-learning;	1. Use of ICT to access resources and meet the specific needs of students.	<ul style="list-style-type: none"> <li>Teachers and students across the cluster understand the potential of, and are effectively utilizing a variety of appropriate information and communication technologies in their teaching and learning. These will be defined by school action plans but will include using the internet to research and work collaboratively, providing students with opportunities to express understandings through appropriate applications, and using relevant technologies as part of the formative assessment process.</li> </ul>

<p>3. Strengthen professional learning communities and increased collaboration within and across schools;</p>	<p>1. Continue to develop and work collaboratively through a face-to-face and ICT blended approach.</p>	<ul style="list-style-type: none"> <li>• Wiki is used by staff and students across the cluster to share and inform quality practise.</li> <li>• <i>Access It</i> is used by staff and students across the cluster to share and access resources.</li> <li>• Online activities and interactions are extended and supported by physical interactions between the teachers and students of the island schools, resulting in the development of collaboratively defined quality practices, products and relationships.</li> </ul>
	<p>2. Access specific teaching and learning networks and contexts off-island as appropriate</p>	<ul style="list-style-type: none"> <li>• Teachers, parents and students across the cluster are identifying and utilizing contexts to effectively engage in both formal and informal dialogue with others; sharing experiences, discussing pedagogy and exploring possibilities for collaboration, as defined by school action plans.</li> </ul>
<p>4. Increase e-learning leadership and ICT strategic planning capability of principals and teachers;</p>	<p>3. Principals will investigate, budget for and develop effective ICT infrastructures within schools.</p>	<ul style="list-style-type: none"> <li>• ICT spending is prioritized in school budgets, appropriate infrastructure audits and buying plans have been developed and implemented leading to networks that function effectively for all users, supporting and extending teaching and learning programmes, as defined by school action plans.</li> </ul>
<p>5. Increase the school community's understanding of the educational contribution of e-learning.</p>	<p>1. Great Barrier Island students and their families have increased access to e-learning technologies and understanding of their role in effective teaching and learning.</p>	<ul style="list-style-type: none"> <li>• Organisations are both formally and informally communicating cluster-related initiatives to their local communities, resulting in their parents and families being welcome and involved, supporting the children and developing an understanding of the role of ICT in teaching and learning, as defined by school action plans.</li> </ul>

## FIRST SCHEDULE... continued

### D. Implementation of the Programme

Programme Professional Development activities			
What do we propose to do?	How much do we propose to do?	What resources do we need to carry out the programme?	Measuring your success  What will you collect as evidence of success for each aspect of your implementation?
<p>In-school visits by Cluster Facilitator. Content on these days will vary according to the needs and action plans of the organization visited but will include;</p> <ul style="list-style-type: none"> <li>Working with Principals on whole school infrastructures</li> <li>PD around the Key Competencies and the ways ICT can support them;</li> <li>Practical skills-based sessions within a Key Competency context;</li> <li>Assisting teachers to combine and refine ICT and Key Competencies into classroom practice;</li> <li>Assisting teachers as they work to integrate new skills and knowledge into the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>2 facilitator days per term for each school, specific use to be determined by school action plan</li> <li>2 facilitator days per term for Aotea Island Playcentre, specific use to be determined by playcentre action plan</li> <li>1 facilitator day per term for the Correspondence School Unit, specific use to be determined by unit action plan</li> </ul>	<ul style="list-style-type: none"> <li>Principal release for facilitator (\$250.00 per day)</li> <li>Travel (\$23 per day)</li> </ul> <p><i>*please find detailed breakdowns and costings in Schedule 3 of this document</i></p>	<p>Case studies* and survey* for each organisation focusing on the following:</p> <ul style="list-style-type: none"> <li>Content and relevance of in-school professional development days held at cluster organisations.</li> <li>Whole school systems and strategic plans that reflect cluster explorations and understandings of the new curriculum, specifically the Key Competencies.</li> <li>Teacher's knowledge about the Key Competencies, and skill in using related ICTs as utilized in their classroom planning, practice and product.</li> </ul>

\* The GBI ICT Cluster proposes to use primarily a qualitative research case-study data-gathering approach in regards to their ICT contract-related development. Robert Yin defines the case study as, "...an empirical inquiry that investigates a contemporary phenomenon within its real-life context." Case studies emphasize exploring, describing, interpreting, and understanding a limited circumstance through the use of a variety of media including observation, discussion with stake-holders, work samples, and images. Given the small size of our island cluster, and an emphasis on the contextually-defined Key Competencies, the case study approach is ideal. The individual school action plans will also provide the case studies with criteria for emphasis. Mavis Haigh says that within education, case studies are, "...the prime strategy for developing educational theory which illuminates educational policy and enhances educational practice." This potential for specific case studies to exemplify general principles also appeals with the approach simultaneously illustrating current, and informing future, educational practice on Great Barrier Island.

\* Surveys provide the GBI ICT Cluster with a quantitative-method contrast, yet paradoxically the data they provide should reinforce and support that of the case-study approach. That is, the survey should provide a 'big picture' of cluster attitudes and achievements while the case studies highlight specific, in-depth examples of the same.

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Collaborative development of a contract-related action plan within each organization.	<ul style="list-style-type: none"> <li>1 day planning in the summer holidays, within each organization and with relevant staff</li> </ul>	<ul style="list-style-type: none"> <li>Cluster facilitator (no extra cost)</li> <li>Refreshments (\$66.00 per day)</li> </ul>	
<p>Release days provided by Cluster Release Teacher. Work on these days generally falls into one of three categories;</p> <ul style="list-style-type: none"> <li>Releasing teachers so they can continue with their professional development, attending a course or in-school reflecting, practicing, planning etc;</li> <li>Releasing teachers so they can work with small groups of children in an ICT-related context;</li> <li>Working with small groups of children and staff in an ICT-related context.</li> </ul>	<ul style="list-style-type: none"> <li>At least 3 days per term for each school, specific use to be determined by school action plan</li> </ul>	<ul style="list-style-type: none"> <li>Release teacher (\$250.00 per day)</li> <li>Travel (\$2,003 per day)</li> </ul> <p><i>*please find detailed breakdowns and costings in Schedule 3 of this document</i></p>	<p>Case studies and survey for each organisation focusing on the following:</p> <ul style="list-style-type: none"> <li>Teacher reflection and confidence about their new knowledge and skills, as reflected in planning.</li> <li>Teacher confidence and competence using technologies either in a whole class or a small group context.</li> </ul>
<p>Cluster meetings/PD sessions after school. These will be a mixture of;</p> <ul style="list-style-type: none"> <li>PD around ICT and the Key Competencies;</li> <li>PD around the use of the cluster wiki and database;</li> <li>Cluster reflection sessions around project initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>One per term for the 8 cluster teaching staff, specific content to be decided collaboratively each term</li> </ul>	<ul style="list-style-type: none"> <li>Cluster Facilitator (no extra cost)</li> <li>Host school (no cost)</li> <li>Data projector, computers (no cost)</li> <li>Refreshments (\$66.00 per meeting)</li> </ul> <p><i>*please find detailed breakdowns and costings in Schedule 3 of this document</i></p>	<p>Case studies, and survey for each organisation focusing on the following:</p> <ul style="list-style-type: none"> <li>Cluster members developing knowledge about ICT and the Key Competencies as reflected through engagement and discussion at cluster meetings.</li> <li>Cluster members developing knowledge about the wiki and database as reflected in its useful, regular use.</li> </ul>
Attendance at Learning@school	<ul style="list-style-type: none"> <li>Cluster Facilitator/MGS principal</li> <li>MGS teaching staff (2 teachers)</li> </ul>	<ul style="list-style-type: none"> <li>Facilitator release (\$1000.00)</li> <li>Teacher release (to be funded by MGS)</li> <li>Travel (\$1352.00)</li> <li>Accommodation (\$1519.00)</li> <li>Conference registration (\$1688.00)</li> </ul> <p><i>*please find detailed breakdowns and costings in Schedule 3 of this document</i></p>	<p>Case studies and survey for the Learning@school attendee focusing on:</p> <ul style="list-style-type: none"> <li>New knowledge and kills, connections made with others.</li> <li>Sharing of the above with the cluster as appropriate.</li> </ul>



Attendance at Ulearn.	<ul style="list-style-type: none"> <li>• Okiwi School teaching staff (2 teachers)</li> <li>• Kaitoke School teaching staff (3 teachers)</li> </ul>	<ul style="list-style-type: none"> <li>• Travel (\$2419.00)</li> <li>• Accommodation (\$3375.00)</li> <li>• Conference registration (\$2813.00)</li> </ul>	<p>Case studies and survey for the Ulearn attendees focusing on:</p> <ul style="list-style-type: none"> <li>• New knowledge and kills, connections made with others</li> <li>• Sharing of the above with the cluster as appropriate.</li> </ul>
Continued development and use of a shared online environment ( <i>Access It</i> , wiki etc) as a place to access resource and work collaboratively.	Available for all cluster personnel	<ul style="list-style-type: none"> <li>• Facilitator release (no extra cost)</li> <li>• <i>Access It</i> professional development (\$1125.00)</li> <li>• Internet access (% of operating cost)</li> </ul>	<p>Case studies and survey for the participants focusing on:</p> <ul style="list-style-type: none"> <li>• The cluster wiki is a relevant and interesting online space, used on a regular basis by teachers and students, and full of shared ideas and projects.</li> <li>• The cluster database is well used and relevant resources are moving physically between the three schools as needed. Increased access to resources helps create richer units of work within the schools.</li> </ul>

**FIRST SCHEDULE... continued****E. Milestones****5 Activities carried out and results achieved during the Milestone 5 period**

- 5.1 Expected date of completion of Milestone 5 is 4 June 2010.
- 5.2 Details of the tasks to be completed by the Contractor to achieve this milestone are:
- 5.2.1 Liaise with the National Facilitator assigned by the ministry to this project
- 5.2.2 Report on your progress towards achieving 2 of your programme goals for Milestone 1

<b>First Cluster Goal</b>	
<b>Cluster goal</b>	<b>Success Indicators</b>
1. Use of ICT as a means of exploring and implementing the new curriculum (and Te Whariki), specifically the Key Competencies.	<ul style="list-style-type: none"> <li>• Teachers will incorporate understandings of the Key Competencies/Te Whariki into their classroom planning and practise, utilizing and modelling processes and behaviours and providing students with opportunities to explore them utilizing ICT as defined by school action plans/</li> <li>• Classroom environments will emphasize and reflect an awareness of the Key Competencies through both teacher-provided resources and student work.</li> </ul>
2. Use of ICT to inform evaluation of the National Standards in the context of Great Barrier Island schools.	<ul style="list-style-type: none"> <li>• Principals and teachers will understand and begin to implement National Standards in an informed, appropriate manner for Great Barrier Island.</li> </ul>

<b>Second Cluster Goal</b>	
<b>Cluster goal</b>	<b>Success Indicators</b>
1. Use of ICT to access resources and meet the specific needs of students.	<ul style="list-style-type: none"> <li>• Teachers and students across the cluster are effectively utilizing a variety of appropriate information and communication technologies in their teaching and learning, including for example using the internet to research and work collaboratively, providing students with opportunities to express understandings through appropriate applications, and using relevant technologies as part of the formative assessment process.</li> </ul>

- 5.2.3 Report on your programme implementation during the milestone period.
- 5.2.4 Submit a progress report to the Ministry by the milestone date on each of the above tasks and relevant performance measures, as per the Second Schedule of this agreement.

**6 Activities carried out and results achieved during the Milestone 6 period**

- 6.1 Expected date of completion of Milestone 6 is 26 November 2010.

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- 6.2 Details of the tasks to be completed by the Contractor to achieve this milestone are:
  - 6.2.1 Liaise with the National Facilitator assigned by the Ministry of Education to this project.
  - 6.2.2 Report on your progress towards achieving the National programme goals.
  - 6.2.3 Report on your programme implementation during the milestone period.
  - 6.2.4 Submit a progress report to the Ministry by the milestone date on each of the above points, as per the Second Schedule of this agreement.
  - 6.2.5 Complete the contract review and variation template.

## **SECOND SCHEDULE – Reporting**

**Schedule Two** is hereby varied by the deletion of the existing Schedule Two and replacing it with the following:

- 1 The Board will provide a Milestone Report and Disbursements Schedule within 5 working days of the expected date of completion of each Milestone specified in the First Schedule.
- 2 Each Milestone report shall be written in a template provided by the Ministry which may vary in response to the reporting requirements of the National Programme.
- 3 Each Milestone Report shall contain a summary of the Contractor's self-assessed performance on each of the milestone activities. Each summary must include explanations of any variances from the milestone tasks.
- 4 The National Support Services Facilitator assigned to your cluster will provide a report on your cluster's progress to the ministry as per the Reporting schedule in the Third schedule.

**THIRD SCHEDULE — Payments**

**Schedule Three** is hereby varied by the deletion of the existing Schedule Three and replacing it with the following:

- 1 The Ministry will provide funding to the Board up to a maximum amount of \$50000.00 GST inclusive for the three years of this contract.
- 2 Project Budget :

Total Fees & Costs Budget			2010 Budget How resources will be phased to support delivery of ICT PD to this cluster	
Budget Item Description	Input Quantities & Rates	\$ Value (GST inclusive)	2010 Milestones Due	
			1	2
			4 Jun 2010	26 Nov 2010
Professional Fees				
Cluster Facilitator	1 day per week @ \$250	\$11250.00	\$5625.00	\$5625.00
ECE Facilitator	2 days per term @ \$250	\$1125.00	\$562.50	\$562.50
Learning@school Registration	3 x \$500	\$1688.00	\$1688.00	NA
Ulearn Registration	5 x \$500	\$2813.00	NA	\$2813.00
Access It Facilitator	2 days @ \$500	\$1125.00	NA	\$1125.00
Professional and other direct costs				
Facilitator travel-air	2 x GBI/Auck fares @ \$180	\$405.00	\$202.50	\$202.50
Facilitator travel-car	8 x 56km + 8 x 12km @ .69 per km	\$422.00	\$211.00	\$211.00
Release teacher travel -car	12 x 56km + 12 x 12km @ .69 per km	\$634.00	\$317.00	\$317.00
ECE facilitator travel -car	10 x 12km @ .69 per km	\$94.00	\$47.00	\$47.00
Learning@school travel –GBI to Auck	3 x GBI/Auck fares @ \$180	\$608.00	\$608.00	NA
Learning@school travel –Auck to Rot	3 x Auck/Rot fares @ \$250	\$844.00	\$844.00	NA
Learning@school accommodation	3 x 3 nights @ \$150 per night	\$1519.00	\$1519.00	NA
Ulearn travel –GBI to Auck	5 x GBI/Auck fares @ \$180	\$1013.00	NA	\$1013.00
Ulearn travel 0Auck to Chch	5 x Auck/Chch fares @ \$250	\$1406.00	NA	\$1406.00
Ulearn accommodation	5 x 4 nights @ \$150 per night	\$3375.00	NA	\$3375.00
Access It facilitator travel -air	1 x GBI/Auck fare @ \$180	\$203.00	NA	\$203.00
Access It facilitator accommodation	1 night @ \$150	\$150.00	NA	\$150.00
Indirect Costs				
Equipment depreciation	photocopier, data projector, administration computer @ MGS	\$1125.00	NA	\$1125.00
Postage, photocopying,	for cluster activities	\$1125.00	NA	\$1125.00

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stationary, internet				
Clerical assistant	2 hrs per week @ 21.65 (hol/acc)	\$2340.00	\$1170.00	\$1170.00
Professional readings/resources	for cluster activities	\$788.00	\$394.00	\$394.00
Refreshments	17 meetings @ \$66	\$1125.00	\$562.50	\$562.50
<b>Teacher Development Funds</b>				
Teacher release	52 days @ \$250 (hol/acc)	\$14625.00	\$7312.50	\$7312.50
<b>Sub Total</b>		\$133000.00	\$18720.00	\$24544.00
<b>GST</b>		\$16625.00	\$2340.00	\$3068.00
<b>Total Budget</b>		\$49625.00	\$21061.00	\$27612.00
<b>Accumulated %</b>		100%	42%	58%

- 3 Use the budget from 2 (above) and this year's expenditure to fill in the revised three yearly budget figures in the table below

#### 4 Payment and reporting schedule

Payment	Reporting schedule	Net	GST	Total
1 January 2010	<b>Milestone 4</b> (due 27.11.09)	11000.00	1375.00	12375.00
1 April 2010	NSSF Progress report to Ministry – C (due 19.3.10)	11000.00	1375.00	12375.00
1 July 2010	<b>Milestone 5</b> (due 4.6.10)	7555.55	944.45	8500.00
1 October 2010	NSSF Progress report to Ministry – D (due 17.9.10)	7555.56	944.44	8500.00
1 February 2011	On receipt and approval of final <b>milestone (6)</b> (due 24.11.10)	7555.55	944.45	8500.00
<b>Total</b>		<b>133,333.33</b>	<b>16,666.67</b>	<b>150,000</b>

**THIRD SCHEDULE – Payments... continued**

- 4.1 The Ministry will pay the Funding to the Board in accordance with the above table on the completion, to the satisfaction of the Ministry, of the services described in the FIRST SCHEDULE, the provision of reports as specified in the SECOND SCHEDULE.
- 4.2 All payments (apart from Milestone 6) will be by automatic payment into the lead school account. The Milestone 6 payment will be on an invoice presented with the appropriate documentation and will be paid after all cluster obligations have been met.
- 4.3 You acknowledge the Ministry's expectation of transparency with regard to the use of funds paid to you under this agreement and agree to submit regular Disbursement Schedules showing how the payments made by the Ministry under this Agreement have been expended.

**5 Disbursements Schedule**

This Schedule details how the amounts for Professional Fees, Professional Costs, and Operational Costs have been disbursed.

The schedule will include the following details:

ICT Professional Development Cluster:		Great Barrier Island	
Contract No.		08-0195	
To: Howard Baldwin Acting Manager e-Learning Unit Ministry of Education PO Box 1666 WELLINGTON		From: Mulberry Grove School Shoal Bay Road RD1 Great Barrier Island	
For Professional and Operational Costs:			
	3yr Budget	Actual-to-date	Cumulative %
Professional Fees	\$ 45161.00	\$	
Professional Costs	\$39819.00	\$	
Operational Costs	\$17376.00	\$	
Teacher Development Costs (if relevant)	\$31465.00	\$	
plus Goods and Services tax	\$16179.00	\$	
Total	\$150000.00	\$	